

**SECRET**

19 September 1969

MEMORANDUM FOR: Mr. Bannerman

SUBJECT : Future Problem Solving Seminars

Earlier this week at one of the Noon Staff Meetings, you raised the question of future Problem Solving Seminars particularly with respect to those in which the participants would be junior (GS-12/11) officers. In this same regard, as relayed to me, you expressed concern that the problem(s) selected for review by these junior officers should be such as to really stimulate their interest and input. As I understand it, your concerns in this regard stem primarily from the fact that you believe officers at these grade levels to be "the new breed."

While in the original planning for our Problem Solving Seminars the grade level of participants stopped at GS-13, [redacted] Support School Memorandum, dated 25 May 1969) certainly recent events and the obvious "restlessness" of younger officers throughout Government dictate the advisability of extending our Seminar groups to include these younger officers.

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With these things in mind -- and the Director's comments at yesterday's Awards Ceremony adding fuel to the fire -- it would appear that the problem(s) to be given to our junior officers for seminar treatment should be of a kind which would draw heavily on their view of, and experience to date in, the Agency as well as on their education, background, and training which led to their employment. Accordingly, I would suggest that the Office of Training be requested to schedule a Problem Solving Seminar for GS-12's for the period 14-19 December and for GS-11's for the period 11-16 January 1970; and that from the following problems which were submitted by the Offices indicated in response to your earlier request for Support Directorate suggestions, you select those which you wish considered by each group.

Agree - see my notes next page on  
topics - these can be expanded  
or re-directed.

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GROUP 1
Excluded from automatic
downgrading and
declassification

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A. How can channels for communication be open to young ~~new~~ <sup>and for</sup> ~~new~~ <sup>professional</sup> employees? (Office of Personnel) *How can young professional employees be increasingly involved in major problems and the decision making process.*

B. How many CT-type professionals are needed in the DD/S? (Office of Personnel)

*Too broad* <sup>→</sup> C. What direction should CT selection and training take? (Office of Training) *make more specific as to those problems to be solved.*

*no* <sup>→</sup> D. What should be done with applicants and employees associated with SDS, Black Panther, and other new left groups? (Office of Security)

Attached are full statements of the problems as submitted by the Offices concerned.



Chief, Support Operations Staff/DDS

Attachment

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## Distribution:

- Addressee (then PSS File)  
1 - SOS/Chrono

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(e) Mass media has, in great detail, portrayed the restiveness of the younger generation. To some extent, this restiveness has become manifest among the Agency's younger population, particularly the young professional employees.

PROBLEM: What steps can be taken to ensure open and mutually understanding communication between Agency management at all levels and the newly appointed, young professional?

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B

(c) For some years now, the Support Directorate has provided its functional offices with young professionals acquired through the Career Training Program. The annual input of such young professionals has been set at a numerical level prior to the actual distribution of Support Career Trainees among the Support Offices.

PROBLEM: What are the long-range requirements of the Support Directorate for input of young professionals with leadership potential? 18

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Problem: Criteria for selection of CTs and the scope of their training.

1. Since we began selecting CTs under specific job-related criteria levied by the various Directorates, the Program has experienced a series of identity crises. Originally, and for some 15 years, the Program tried to identify young officers of unusual talent and versatility, who would make their careers in the Agency, and who had the potential to become leaders of the Agency eventually. This general formula says nothing about academic credentials, preferring to place emphasis on personal qualities such as intellectual ability and agility, personality, adaptability, leadership qualities, attitude and motivation. Academic credentials were not ignored under this general formula; they were simply not considered most important factors. Today, and since 1967, the Program selects candidates who meet certain academic requirements which have been levied on the Program by the Directorates. What is happening, essentially, is that we find ourselves hiring, more and more, specialists whose assignments are predetermined. The gifted generalist concept has not been forgotten, though it is now largely in disuse.

2. The shift of emphasis from generalist to specialist raises the question of the propriety of funneling specialists through a training program designed for generalists. The students display less interest in course subjects, and sometimes instructors sense a measure of repressed hostility in such classes. Is not the selection of a training curriculum for a specialist entering on duty in this Agency more authoritatively decided by his destined office than by the CT Program? And if so, why use the CT Program?

3. See also the IG Survey of April 1967, page 56, and give us your views as to the content, sequence, and staging of CT training -- after you have been thoroughly briefed on the CT Program posture as it pertains to this multi-faceted and complicated aspect of the over-all Program. As we will discuss with you in depth, the question of the right curriculum is endlessly involved, and, in your own minds, might run somewhat as follows: What is the National Security? When does information become intelligence information, then intelligence? What credence can we put in different sources? How does the intelligence cycle differ from academic research? How does it differ from journalism? Who cares? How is counterintelligence related to the main job of intelligence production? In view of the Agency's legal charter (1947), how did we get into Covert Action and counterinsurgency operations? What is our role in them? How does PPB fit into the rest of the structure? Support has played its secondary role for years; what are some of the unique problems faced by the DDS? Is intelligence a means of preventing World War III? Or of fighting brushfire conflicts? And on, ad infinitum.

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DD/S 69-3084

27 JUN 1969

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Support Directorate Seminar  
(Problem Solving)REFERENCES : Memoranda dated 16 May 1969  
and 11 June 1969 to all Office  
Heads, same subject1. This memorandum is for your information.

2. In response to your request for a submission in outline form of significant problems to be considered by the Support Directorate Seminar, this Office has two current and important problems to be considered initially. These are:

a. What position should the Office of Security take relative to the activities of applicants and staff employees in organizations associated with the "New Left"? As you are aware, there are existent in the United States today many organizations which, for want of a better term, may be called controversial. Formally organized groups such as the Students for a Democratic Society; The Women's March for Peace; the Black Panthers and the like, as well as informal groups which are anti-establishment and anti-Vietnam have not been deemed as subversive by the Attorney General, but are of extreme concern to all Security Officers. A problem faced every day by the Office of Security arises as to when is participation in a student demonstration or in these groups disqualifying and represents a threat to Agency security as opposed to when is it only a manifestation of youthful curiosities or possibly misguided idealism. It is considered that this topic is of extensive interest to this Office and would represent one which lends itself readily to a seminar type of discussion.

3. Another current problem which is, in some ways, allied

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